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ABSTRACT

GRADES OR AGES: Grade 7. SUBJECT MATTER: Social Studies; Europe, Soviet Union, and Southeast Asia. ORGANIZATION AND PHYSICAL APPEARANCE: The major portion of the guide, which develops the unit, is laid out in three columns, one each for topics, activities, and materials. Other sections are in list form. The guide is mimeographed and staple-bound with a paper cover. OBJECTIVES AND ACTIVITIES: General objectives for the unit are listed on the first page. Each group of activities in the second column is related to a topic in the first column. INSTRUCTIONAL MATERIALS: Each group of materials listed in the third column is related to one or more activities. In addition, two short appendixes contain curriculum materials. STUDENT ASSESSMENT: A one-page section entitled "Evaluation" lists several ideas students should understand by the end of the unit. OPTIONS: The guide is prescriptive as to course content and timing. Activities and materials listed are optional. (RT)

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PROVIDENCE SOCIAL STUDIES CURRICULUM PROJECT

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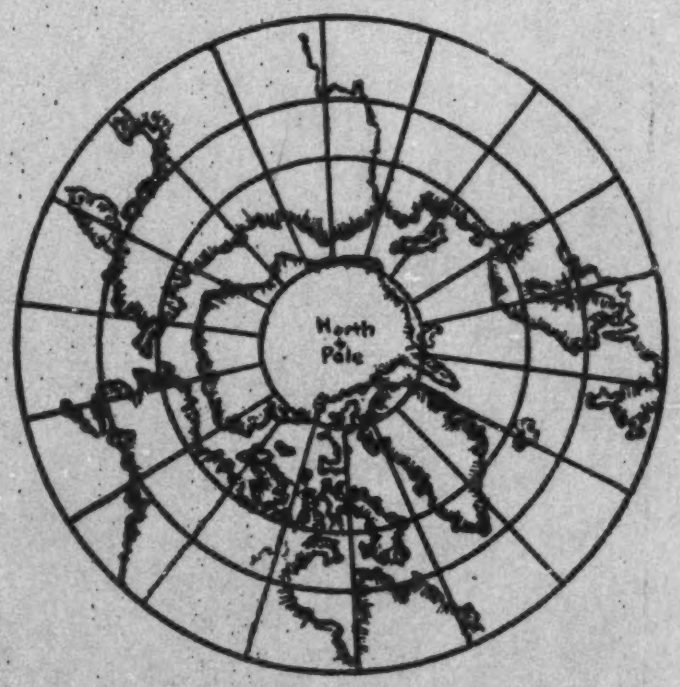
OVERVIEW
RESOURCE UNIT I
GRADE 7



RHODE ISLAND COLLEGE
PROVIDENCE PUBLIC SCHOOLS

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OVERVIEW OF YEAR'S WORK

I. EXPLANATION

In grade four the students were introduced to the concept of "region". They learned that region is an area with common characteristics that may be identified for purposes of study.

In grade five and six the students were introduced to and became familiar with the concept of "culture region", the characteristics of a culture region, the interactions of a culture region with its physical environment, and the interrelatedness of culture regions with each other that result in social change.

The study will be continued in grade seven with an examination of the Western European, Soviet, and Southeast Asian culture regions.

II. MAJOR UNDERSTANDINGS

The students should be made aware of the fact that

A. Several culture regions, consisting of a variety of culture groups, exist throughout the world.
B. Each culture group has its own organization and functions.
C. Culture is changeable, but the rate of change is dependent upon cultural contact, choice, imposition, and the like.

III. AIMS

1. To develop further understanding of the term culture region.
2. To develop an understanding that the study of culture regions is one approach to a study of the world.
3. To develop an awareness of the scope of the year's work.

VOCABULARY

anthropologist

archaeologist

artifact

attitude

culture groups

culture region

investigate

isolation

research

Southeast Asia

Soviet

Soviet Union

Western Europe

INTRODUCTION

V. INTRODUCTION Suggested Time: 2-3 weeks

Explain to the class that in grade seven they will study several culture regions around the world. Before this study can be conducted, however, they must understand what is meant by the term culture region.

The purpose of this unit, then, is to give the students an understanding of the term Culture Region. Since the students have dealt with this idea in grades five and six this unit will serve as a means of review.

We shall try to develop the skills which help us in locating information quickly and evaluating this information effectively.

We shall try to improve our ability to think more effectively.

We shall try to work together well and share our responsibilities and learnings.

DEVELOPMENT OF UNIT

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What is meant by a culture group?	A culture is a way of life that has been learned by a given group. It affects how a man feels, understands, behaves, and adapts to his environment. Culture is transmitted from one generation to another and is subject to change. Every culture has a: Material Culture Tools Skills Way of making a living Social Organization Customs Rules Patterns of behavior Language Art Forms Music Drama Folklore Dancing Painting Sculpture Set of Attitudes Religious beliefs Superstitions Magic	

Development of Unit (cont.d)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What are some of the culture groups that you know and have studied about?	Encourage the class to mention groups they have read about or heard about. Discuss the ways in which these groups differ from each other and the features, such as Material Culture, Social Organization, Art Forms, and Attitudes, which unify and hold these groups together. At this time films and filmstrips might be shown to the class to illustrate the points discussed about culture groups. Consult the Audio-Visual Catalog for those which might be used. A few are listed under materials.	Filmstrips SS-C-58-b The Caribou Eskimo SS-1-4-e Life and Customs of the Indians of the South West. SS-C-56-b Douglas, Aborigine Boy of Australia
Why do culture groups differ?	Try to elicit the idea that physical environment (land forms, climate, natural vegetation, and resources) and isolation (lack of contact with other cultures) have a profound effect upon culture patterns. Films listed might be shown so the students will have an understanding of a variety of cultures.	Filmstrips SS-A-17-a People of Australia SS-A-30-b Native Tribes of Africa SS-A-32-d Indonesia SS-C-9-e Ramesh of India SS-C-9-c Ming-Li of China SS-F-2-i Japan
Do Culture groups change? How?	Explain that advanced technology has virtually decreased the size of the world. Many places, once isolated, can now be reached through the media of communication and transportation. People move about much more frequently and over greater distances at rates once unknown. Discuss with the class the effects that advanced technology, mass media, and increased mobility have had on culture groups. • New Ideas • New Tools • New Skills • New Goals	Films E-202 Eskimos Sea Hunters I-209 Indians of Early America I-1 Indian Hunters Filmstrip SS-C-58-d Modern Eskimo

Development of Unit (cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	These changes have been accompanied by problems. With the class list some of these problems. Included would be: • Periods of Strife • Broken kinship and tribal patterns • Changes in values, etc.	
What is a culture region?	A culture region is an areal pattern where certain cultural features result in a recognizable degree of cohesion. It may include such features as: • attitudes • objectives • technical skills • language and symbols • system of values • mode of living • dominant religious view • experimentation of political systems or it may be considered as a system of classification of areas of human occupancy and activity based upon cultural dominance. It should be pointed out by the teacher that culture region is purely a classificatory device in contrast to culture which delineates an integrated and internally structured entity.	
How is the world divided into culture regions?	Preston James in <u>The Social Studies and The Social Sciences</u>, (Harcourt, Brace and World, Inc. 1962) has suggested the following as the major culture regions of the <u>contemporary world</u>. <u>EUROPEAN</u> Western, Southern and Northern Europe <u>SOVIET</u> The Soviet Union and Eastern Europe	

Development of Unit (cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	ANGLO AMERICA Canada and the United States LATIN AMERICA Mexico, Central America, South America, the Antilles, and the Bahamas NORTH AFRICAN - SOUTHWEST ASIAN The Moslem countries from Morocco to Afghanistan; and Israel SOUTH ASIAN India, Pakistan, Ceylon, and Border countries SOUTHEAST ASIAN The "shatter belt" between India and China. EAST ASIAN China, Japan, and bordering countries AFRICAN The area south of the Sahara AUSTRALIA NEW ZEALAND The countries of British develop-ement PACIFIC The islands of Melanesia, Micronesia, and Polynesia Again it should be pointed out to the class that Culture Region is a classification that Preston James has made and that a culture region is not a real entity valued as such by people who participate in culture regions which James has grouped together. Have the class develop a map to show the major culture regions of the world. Point out to the class that only certain culture regions have been selected for studies as it would not be possible to study all of them. • Grade Five - Anglo-America • Grade Six - Latin America and Africa	

Development of Unit (cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What culture groups shall we study this year?	Inform the class that in this grade the culture regions and culture groups of Southeast Asia, Western Europe, and the "Soviet" will be studied. They will learn about the early people who inhabited each region and the present day inhabitants. They will investigate the customs and traditions common to each region. Divide the class into three groups and give them a period of 15 or 20 minutes to compile a list of questions they might like to research for each region. Each group should elect a secretary to write down the questions posed. Each group could then present its list of questions to the class for corrections and additions.	
What do we mean by Southeast Asia, Western Europe, and the Soviet?	Refer to the wall maps and the maps the students have made of the culture regions of the world. Have students point out what we will consider each culture region to consist of. Western Europe Western, Southern and Northern Europe Soviet Soviet Union and Eastern Europe Southeast Asia "Shatter belt" between India and China Have the students compile a list of the countries they think are found in each region. Compare their lists with the lists in Appendix A. Be sure to include Andorra, Liechtenstein, and San Marino in the list of the European countries. Class discussion - Why will we consider Eastern Europe a part of the Soviet Culture Region? Class dissussion- Why is Southeast Asia referred to as the "shatter belt"?	Wall Maps Student Maps of Culture Regions

Development of Unit (cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What makes each of these areas a culture region?	Recall with the class the general definition and characteristics of a culture region. Through class discussion determine why Southeast Asia, Western Europe, and the "Soviet" may be considered to be separate culture regions. Point out that these groupings reflect current geo-political and ideological circumstances. What common bonds hold each culture region together? Southeast Asia • Underdeveloped economically • Asian religions • Non-mechanized farming • Common topographical and physical characteristics • Colonial experience • Race Western Europe • Highly industrialized • Mechanized farming • Judao-Graeco-Roman tradition • Indo-European languages • Western Christianity • Common Market • European Free Trade Association • Democratic Nationalism • Race Soviet • Evolving industrialism • Collective farming • Byzantine tradition • Indo-European and Urgic languages • Eastern Christianity • Planned economy • Comecon • Communist internationalism	

Development of Unit (cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
How do we learn about the early history and customs of a people?	Class discussion of this question. Emphasize the fact that written records have only been in existence for about 5,000 years. According to the latest estimates man has been in existence for 1,750,000 years but is still a relative newcomer to the earth which existed for 4.5 billion years. Knowledge of some of these early groups has been deduced from artifacts unearthed by archaeologists. From stone tools, shards, etc. anthropologists have tried to infer their culture. Perhaps a group of students might like to report on the work done by an archaeologist, geologist and anthropologist.	Encyclopedia Allyn & Bacon: Eastern Lands pp. 14-15
What culture groups are found in each of these culture regions?	Perhaps the student can name the many groups of people found in each of the culture regions to be studied. Emphasize the fact that several culture groups may inhabit one culture region. A good illustration of this is the United States.	
What do we want to know about any culture groups that we study?	Elicit questions from the class. Have them recorded. They might suggest some of the following: Where does the group live? What are its physical surroundings? What are its skills? What are its living conditions? Homes Food Clothing What are its beliefs? What is its social organization? Family Kinship groups What is its form of government? What are its arts and crafts? What are its customs? What is its way of having a good time?	

Development of Unit (cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
What are our aims for this year's study?	As pointed out earlier the culture regions to be studied this year are Western Europe, "The Soviet", and Southeast Asia. The study of Western Europe and the Soviet will be conducted as a comparison while Southeast Asia will be studied separately. We will pose and answer questions about the land base, the people, the technology they have developed, and the institutions-economic, social, and political - that have evolved.	Available in the Social Studies Curriculum office is a copy of SOCIAL STUDIES SKILLS by Long and Halter which has excellent skill lessons.
How shall we find our information?	Discuss with the class all the places from which they may obtain information. Books, magazines, newspapers, pamphlets, almanacs Interviews Field Trips, Observations Maps, graphs, charts, tables, cartoons, etc.	
How shall we work together to achieve our goals?	Discuss ways in which the class should work. Some work will be done by the class, some by groups, some by individuals. At this point it might be feasible to develop a chart of standards for good group work. Have a copy made for display and have the children check their performance against the chart from time to time. Stress the importance of each individual's contribution to a group.	
How shall we share our information?	Another set of charts illustrating good standards for oral and written reports could be developed. Culminate the unit by a discussion: GOALS FOR SUCCESS Proper attitudes Good work habits Willingness to help each other Willingness to share our findings and experiences.	

EVALUATION

1. Do the children have an understanding of the meaning of a "culture group" and a "culture region"?

2. Do they understand the scope of the year's work?

3. Do they realize the attitudes and responsibilities that must be developed to successfully achieve the goals for the year's work?

SUPPLEMENTARY ACTIVITIES

Keep a dictionary of new terms learned during the year.

APPENDIX A

Countries of Western Europe

Andorra
Austria
Belgium
Denmark
Finland
France
Greece
Iceland
Ireland
Italy
Liechtenstein
Luxembourg
Monaco
Netherlands
Norway
Portugal
San Marino
Spain
Sweden
Switzerland
United Kingdom
West Germany
Vatican City

Soviet

Albania
Bulgaria
Czechoslovakia
East Germany
Hungary
Poland
Romania
Soviet Union
  Estonia
  Latvia
  Lithuania
Yugoslavia

Southeast Asia

Burma
Cambodia
Indonesia
Laos
Malaysia
Philippines
Singapore
Thailand
Vietnam (North and South)

SUGGESTED CHARTS

GROUP WORK

MEMBERS OF THE GROUP

1. Do I cooperate with my leader?
2. Do I do my assignment to the best of my ability?
3. Do I accept suggestions and criticisms of my work?

LEADER

1. Does each one in my group have a definite assignment?
2. Where possible, do I allow each member of my group to choose his assignment?
3. Do I help the people in my group?
4. Do I listen to suggestions from my group?

GOOD ORAL REPORTS

1. Stand well.
2. Speak clearly.
3. Speak loud enough to be heard by all.
4. Speak in sentences.
5. Use good English.
6. Use illustrative materials.
7. Tell the sources of information.
8. Accept suggestions and criticisms.

GOOD WRITTEN REPORTS

1. Do I have a good title?
2. Do I write in sentences?
3. Do I express my ideas clearly?
4. Do I capitalize and punctuate correctly?
5. Do I spell correctly?
6. Do I have a good ending sentence?
7. Do I write neatly?